

# Welcome to Redwood National and State Parks

## Wolf Creek Education Center

So you want to come to the Outdoor School located in the South of Redwood National and State Parks? Great! We know it takes a lot of effort on your part to bring a class to an Outdoor School and the Wolf Creek Education Center (WCEC) is no exception, so this *Teachers' Guide* is designed to help you through the process of preparing for a unique learning experience in the parks.

### **The Parks' Education Goals:**

To provide curriculum-based educational opportunities for students and teachers in northern California and southern Oregon. To develop intellectual and emotional connections to the natural and cultural resources within the redwood region. To promote an understanding of park stewardship values, resource management practices, and land management issues.

### **The Outdoor School Program**

By participating in the parks' curriculum-based program at WCEC, students and teachers experience three of the Redwood ecosystems firsthand, leaving the indoor classroom to explore the natural environment. National Park Service staff provide a 2 ½ day program designed primarily for 5th and 6th grade students, leading them on learning adventures through old-growth redwood forests, salmon-bearing streams, and elk inhabited prairies. Lessons relate directly to 5th and 6th grade California State Science Standards and focus on ecological principles such as energy flow, interdependence, the water cycle, adaptation, and the scientific method.

### **A Community Tradition**

Wolf Creek Education Center is the result of a long tradition of community involvement in environmental education. It began in 1972, when two enterprising teachers from Orick, California asked the National Park Service if they could bring their classes on science field trips to the old Wolf Creek Logging Camp. Shortly afterward, the property was identified as a National Environmental Education Development (NEED) site. Wolf Creek was operated by the Humboldt County Office of Environmental Education from 1972 through 1984. The first California state text for environmental education, *"The Green Box"*, included a section that related to a visit to WCEC.

In 1985, Redwood National and State Parks assumed management of WCEC. The park constructed six new cabins, a new restroom and shower facility, and—through an anonymous donation—a multipurpose lodge with a kitchen, classroom, lab, and office.

Today, the education staff at Redwood National and State Parks continues to operate Wolf Creek Education Center, held each year in the spring and fall. In the off-season, the facilities can be rented to groups for environmental or educational purposes. Rental fees help defray the cost of maintaining the facilities and provide volunteer staff assistance for the school year.

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## How Wolf Creek Works: Roles and Responsibilities

### Wolf Creek Education Staff (it takes a village...)

The WCEC staff consists of the environmental education instructors, a lead ranger, education specialist/supervisor, and a custodian. The **education specialist** has the overall responsibility for the curriculum-based programs in the parks, which include the curriculum at WCEC. Other duties of the education specialist include: scheduling group use, hiring and supervising the education staff, and managing the budget. The parks' education staff and the group leader/teacher work together to insure the overall safety of group while in the parks.

The **instructors** research, prepare, and present daily field studies, using hands-on techniques that keep the students actively engaged in learning. One instructor is the **lead ranger** whose duties are to teach and manage other issues that might arise on site.

The **custodian** maintains the facilities, making sure they are clean and comfortable. Though groups are expected to clean up after themselves, the custodian provides help and support in this area. The custodian ensures each group follows safe food handling procedures, waste disposal, and recycling, makes sure that each group has cleaned up after themselves at the end of their stay, and ensures that the site is as clean and safe as when you arrived.

### Teachers Cabin Leaders, Cooks, and Others

Before bringing their classes to Wolf Creek, **teachers** prepare their students academically for the experience by completing pre-visit activities. They also organize the logistical aspects of the trip, including: applying for grants, conducting fundraising activities, holding parent meetings, arranging for cabin leaders (chaperones) and cook(s), assigning students to cabins and study groups, transportation and food, and filling out any necessary paperwork ahead of time. Their primary contact is the education specialist.

At WCEC, the **teacher** is ultimately responsible for the safety and discipline of the students. Teachers must be on site and actively involved in the program at all times. They must organize and direct the work of their cabin leaders. Teachers arrange the campfire programs or delegate the programs to cabin leaders, or bring in speakers. Since WCEC staff members do not overnight at the center, teachers are responsible for knowing what to do in case of emergency and acting accordingly. Teachers are the only ones at Wolf Creek who can administer medication to students.

**Cabin leaders** (chaperones) are considered "teacher/ranger-aids" to the parks' staff during ranger-led studies and to the teacher during all other parts of the program. They assist in all aspects of Outdoor School— getting the students up in the morning and putting them to bed at night, attending field studies (no more than 2 per study group), leading recreation activities, directing students to complete cleaning duties, and helping with the campfire programs. Ideally, there are two cabin leaders per cabin. At a minimum, there must be a ratio of one cabin leader to every ten students. **The cook** does the cooking, and works closely with the custodian for the health of the group. **Do not count the cook as one of your cabin leaders.**

Through a partnership with Redwood National and State Parks, **Humboldt State University** sometimes provides interns to act as cabin leaders when groups are unable to provide parents. These interns are students enrolled in recreation administration classes and work in the parks as part of their curriculum. Before assuming the role of cabin leaders, they must have passed a live scan background check and be fully trained in their responsibilities. They are responsible to the education specialist and lead ranger during the day and to the teacher in the evening.

## Wolf Creek Fees

Educational groups participating in the parks' program at Wolf Creek Education Center pay a modest rental fee that helps off-set our costs. These fees are paid to the **Redwood Park Association**, a non-profit cooperating association. **The full fee is due two weeks prior to your visit, unless arranged for in advance.**

### Outdoor School Fees / curriculum-based program with rangers

Up to 35 students	\$300/three-day program
36 to 45 students	\$400/three-day program

### Other Educational Rentals / no park program / rangers check groups in and out

Up to 30 people	\$200/per day (overnights are counted as two days use)
30 to 60 people	\$400/per day (overnights are counted as two days use)

Make checks payable to the **Redwood Park Association**. Please write "Wolf Creek" on the memo line on the lower left corner of the check. Mail checks to:

**Attention: Accounting Technician**

**Redwood National and State Parks  
1111 Second Street  
Crescent City, CA 95531**

### Fee Refund Policy

A full refund will be given to groups canceling up to two weeks prior to their scheduled visit. Cancellations received after that time will receive a 50 percent refund.

### Other Costs and important information to Consider

**Food:** Groups are responsible for bringing and preparing their own food in our kitchen. The idea is to cut costs by preparing food for the group without individual servings that are usually pre packaged, cost more, and create a lot of trash. Designing an easy to cook menu, with as little trash as possible left over, does take some planning. But, please keep in mind that students are in the parks to learn how to care for the environment and a little role-modeling goes a long way.

**\*Do not bring more than one labeled and reusable/refillable plastic water bottle per person per visit.**

**\*Please plan with the amount of garbage left over in mind (recyclable or not)! The outdoor school does not have dumpster service. All the trash is taken by hand to the transfer station in Crescent City! If the trash does not fit in the bear-proof trash cans when your group is ready to leave, you will need to make arrangements to take it with you!**

**Transportation:** Groups are responsible for their travel to and from Wolf Creek Education Center. This can be a significant trip expense. Some use parents, while others apply for grants to help with the cost.

# Timeline Checklist

## A year to six months in advance of your trip...

- Call 707-465-7391 and make your reservations as early as May for the following school year. First call first serve.
- Minimum reservation time is one month in advance of desired date, for turn around of paper work.
- Read this Teacher's Guide carefully, and visit the Parks' web site [www.nps.gov/redw](http://www.nps.gov/redw)

## Six months before your trip...

- Make transportation arrangements. Travel directions are in "The Paper Trail" section
- Plan how you will cover your costs
- Send flyers home to parents asking them to volunteer as cabin leaders and cooks

## Six Weeks before...

- Conduct a training meeting for cabin leaders and cooks. Review cabin leader responsibilities, explain the schedule and the parks' expectations
- Familiarize yourself with the Outdoor School schedule
- Use forms in "The Paper Trail" section to organize your class into cabin and study groups
- Make copies of the study groups for the rangers before you arrive – there will be three groups unless arrangements have been made for less.
- Use the Cabin Leader Assignment sheet to schedule cleaning and recreation times
- Hand out permission slips, medical information forms, and packing lists required by your school.
- Complete the menu plan (see *Preparing Meals* in this section)

## One week before...

- Do some kind of pre-visit activities (see page 12 for ideas)
- Create journal bags (see next page for directions/suggestions) with pencils and neck straps for your class (we will give a journal to the students when they get off the bus)
- Arrange student packs. Check for the proper equipment and clothing. Tag items with students' names and cabins (we recommend putting all of each individual student's gear in a large plastic bag and label, some teachers color code the tags and tie strings for each cabin, for easy sorting on site when you arrive.)
- See if there is a trailer, or minimal number of vehicles available to your group to bring all the classes gear in. It makes unloading faster and the bus does not have to go up to the Lodge and turn around!
- Gather together all the necessary paperwork you'll need for Wolf Creek

## Preliminary Preparations and Lists to Make

### Planning Your Study Groups

Divide group of 45 or fewer students into 3 study groups of no more than 15 students. Study groups should consist of both boys and girls. Most teachers choose not to place best friends or obvious "cliques" in the same study groups. Assign no more than two parents to assist with study group.

**\*Give the Lead Rangers at least 1 complete copy of the study and cabin group lists.**

### Planning Your Cabin Groups

There are six cabins. Each cabin contains eight bunks with pads (16 beds). Divide your students into cabin groups of two adult cabin leaders and six to fourteen students per cabin. **No single student may stay with an individual adult if not a parent.**

**\*Please tell parents that the pads are thin, we recommend adults bring comfortable pads to sleep on.**

### Making Journal Bags

Use gallon-sized Ziploc bags. Have students write their names, cabin groups, and study groups on the bags in large letters with a permanent marker. Punch a hole in the two upper corners of the bag. Reinforce the holes with duct tape. Thread a string through so that it can be worn around the neck. Now each student has a waterproof journal bag, pencil holder, and nametag.

Or buy cloth zippered "pencil bags" large enough to hold the journal 8 ½" x 5 ½" (8 pages of 8 ½" x 11" folded in one half) and pencil. (We have seen them for around \$1.00 each and are reusable.)

**\*Pack them so that they are accessible for when you first get off the bus.**

### Planning Recreation and Chores

The teacher is responsible for planning recreation activities and the evening programs. The *Resource Guide to Songs, Games, and Campfires* section has more information about this topic. Before arriving, teachers should schedule student chores and talk them over with cabin leaders. Overseeing student chores is a big part of a cabin leaders' job.

#### Student Chores:

**Hosts and Hostesses** (Help set up and clean up after each meal)

- Set tables, we suggest serving food "family style"
- Scrape dishes in trash and place dirty dishes on counter
- Wipe down tables, counters
- Sweep dining area, and porch

**Wood Chucks** (Help clean up and get wood and set fire)

- Pick up trash on playing field and around buildings
- Put trash and recycling in the bins by the gate (an adult needs to assist with this)
- Help set up the evening campfire
- Bring wood in for wood stove if it is to be used

Continued on next page...

## Student Chores Continued...

### Roustabouts (Maintain shower house)

- Wipe down bathroom sinks and counters
- Sweep floors and make sure toilets are flushed
- On the last day, make sure all belongings are out of the bathroom

### Everyone, Everyday!

- Sweep the cabin floor (get under the bunks) and porch. Empty dustpans into garbage cans
- Turn off lights, close all windows and doors and check outside the cabin for trash
- Notify ranger of any problems or needs

## Sample Daily Chores Schedule: 6 Cabins

Cabin Name	Day 1	Day 2	Day 3
<b>Murrelet (girls)</b>	Roustabouts (after dinner—girls' restroom)	Hosts & Hostesses (before and after each meal)	Wood Chucks (morning)
<b>Wapiti (girls)</b>	Wood Chucks (after dinner )	Roustabouts (after dinner—girls' restroom)	Hosts & Hostesses (before and after each meal)
<b>Sea Lion (girls)</b>	Hosts & Hostesses (before and after each meal)	Wood Chucks (after dinner)	Roustabouts (after dinner—girls' restroom)
<b>Peregrine (boys)</b>	Roustabouts (after dinner—boys' restroom)	Hosts & Hostesses (before and after each meal)	Wood Chucks (morning)
<b>Coho (boys)</b>	Wood Chucks (after dinner )	Roustabouts (after dinner—boys' restroom)	Hosts & Hostesses (before and after each meal)
<b>Red-Legged Frog (boys)</b>	Hosts & Hostesses (before and after each meal)	Wood Chucks (after dinner )	Roustabouts (after dinner—boys' restroom)

## Sample Daily Chores Schedule: 4 Cabins

Cabin Name	Day 1	Day 2	Day 3
<b>Murrelet (girls)</b>	Roustabouts (after dinner—girls' restroom)	Hosts & Hostesses (before and after each meal)	Wood Chucks (morning)
<b>Wapiti (girls)</b>	Wood Chucks (after dinner)	Roustabouts (after dinner—girls' restroom)	Hosts & Hostesses (before and after each meal)
<b>Peregrine (boys)</b>	Hosts & Hostesses (before and after each meal)	Wood Chucks (after dinner)	Roustabouts (after dinner—boys' restroom)
<b>Coho (boys)</b>	Wood Chucks (after dinner)	Roustabouts (after dinner—boys' restroom)	Hosts & Hostesses (before and after each meal)

# Preparing Meals

## Cooking Facilities

Wolf Creek Education Center's kitchen is equipped with a walk-in refrigerator, large propane eight-burner stove and oven, microwave, coffee maker, griddle, food prep area, sinks, dishwasher, and outdoor barbecue (bring your own charcoal and lighter fluid). There are plenty of pots, pans, and utensils. The WCEC does not allow single use plates, cups, and plastic ware due to the amount of trash it creates. WCEC does provide cups, plates, bowls, and silverware. \*Reduce, reuse, and recycle when ever possible! Any trash that doesn't fit in the cans when you leave – goes with you!

## Planning Meals

Teachers may decide to plan the menu and purchase food themselves, or they may wish to delegate. Meals should be easy to prepare, nutritious, and enjoyable. Assign one or two people who will be in charge of cooking. **Please do not count "the cook" as one of the cabin leaders.**

## Keep Waste to a Minimum

The Wolf Creek education program emphasizes resource preservation. To reinforce this message, please **keep food packaging (even recyclables) to an absolute minimum** and create as little garbage as possible. Consider buying in bulk. You may also get food from the school cafeteria. Bakeries and markets are often willing to donate food. Also, call us in advance to see what condiments the last group left behind—we often have containers of ketchup, mayo, etc. you can use.

\* Remember to ask your students about any special dietary restrictions they might have before planning your menu. If a child has food restrictions, ask the parent to prepare his or her food in advance (we have a microwave) so you don't have to prepare special meals from scratch.

## Advice from Experts

We got together with a group of experienced Wolf Creek Teachers and a professional chef to discuss a new sample menu, with alternatives (see next page). We wanted to come up with nutritious, cost effective alternatives to pre-packaged food. It also had to be food kids would want to eat! Here's what the group recommended:

### Kids Like

Deli sliced turkey, ham and chicken, "good" hotdogs  
American and cheddar cheese  
Lettuce, ketchup, mayo  
Celery and peanut butter (creamy)  
Carrot sticks with ranch dressing  
Raisins (buy bags, not little boxes)  
Apples and oranges (cut up and lemon juiced to keep from browning)

### Many Kids Don't Like

Day-old deli sandwiches  
Prepackaged sliced meats like Bologna or salami  
Too much of any condiment, especially pickles, relish, mustard  
Trail mix  
Bananas  
Olives



## Sample Menu (see below for other good alternatives)

	Day One	Day Two	Day Three
<b>Breakfast</b>		Scrambled Eggs Hash Browns Orange or apple juice (in gallons, not boxes)	Cold cereal Cut fruit Hot Coco (form large can mix)
<b>Lunch</b>	Bag lunch from home or school cafeteria.  Eat on the road or at Redwood National and State Parks' Kuchel Visitor Center south of Orick, California  *There may be a charge if you go into a state park.	Hot dogs and veggie dogs Baked beans Chips Orange or apple juice  Or Bag lunch (made immediately after breakfast) –stored in fridge and labeled by study group. See day three	Bag lunch (made immediately after breakfast) to eat on the road.  Sandwiches Peanut butter and jelly Ham or Turkey and cheese Chips Fruit or granola bar Water/juice
<b>Trail Snack</b>	Chewy granola bar (something that doesn't crumble), apples, or fruit leather	<b>Only if you want</b> and can afford – mostly needed on day one	Depending on distance you need to travel
<b>Dinner</b>	Take and bake pizza Salad Italian or Ranch Dressing Fruit juice Big Cookies	Burritos (beans, meat, cheese, salsa) salad Brownies	

## Other Ideas

### Breakfast

Pancakes and syrup  
Sausages and fruit  
French toast  
Sausages and fruit  
Juice/Milk

### Lunch

Chili dogs  
Tater tots  
Fruit or salad

### Snack

String cheese  
Fig Newton

### Dinner

Salad  
Hamburgers and soy burgers  
Chips  
Sheet Cake "Birthday" (can be baked on site!)

### Another Dinner

Spaghetti with marinara sauce "meat optional"  
French bread  
Salad  
Fruit

## Directions to Wolf Creek Education Center

Latitude of 413249N and a Longitude of 1240355W  
See us on Google Earth!

### From the south:

1. Drive north on U.S. 101 from the Eureka/Arcata/McKinleyville area.
2. Drive on U.S. 101 approximately five miles north of the town of Orick, CA.
3. Exit U.S. 101 and turn on to the **Newton B. Drury Scenic Parkway**.
4. Continue north (toward Prairie Creek State Park) on the Newton B. Drury Scenic Parkway for about 200 yards. Look for a road on the left. It will be marked by a yellow "Elk Crossing" sign.
5. Turn left onto the road. (If you miss this road you will arrive at Elk Prairie.) Approximately 50 yards down the road there is a sign for Wolf Creek Education Center.
6. Travel down the gravel road for another 50 yards and you will arrive at a gate. To open the gate, use the lock combination that was given to you when you registered.
7. Pass through the open gateway and lock the gate behind you.
8. Drive ahead, cross over the bridge, and travel approximately one mile to the T intersection at the end of the road.
9. Turn right and drive 50 yards to the Education Center entrance.
10. After unloading your vehicles, please park them in the large gravel parking lot located on the other side of the wooden gate.

\*\*\*\*\*

### From the north:

1. Travel south on U.S. 101 from Crescent City, California. Cross over the Klamath River, which has the golden bears at its four corner posts.
2. Approximately four miles south of the Klamath Bridge, exit U.S. 101 on to **Newton B. Drury Scenic Parkway**.
3. Travel south on the Newton B. Drury Scenic Parkway approximately eight miles. Go past the entrances for Big Tree Wayside and the Elk Prairie Campground. The campground has picnic tables and makes a good lunch stop.
4. After passing the Elk Prairie Campground, the Newton B. Drury Scenic Parkway will have parking lanes along the roadway's shoulder to allow vehicles to park and watch the elk, which are often visible in the prairie.
5. Travel approximately ½ mile beyond the end of the parking lanes on the Newton B. Drury Scenic Parkway. Turn on the first road to the right. If you miss the turn you will come to the U.S. 101 entrance ramp. Approximately 50 yards down the road there is a sign for Wolf Creek Education Center.

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6. Follow directions 6-10 above.

If you are lost call Wolf Creek @ 707-488-2064 or the Visitor Center @ 707-465-7765

## Pre-Visit Activity Ideas

By doing one or more of the following pre-visit curriculum activities, you will introduce the concepts your students will be learning at Wolf Creek and better prepare them for their experience. Our staff can usually tell if students have had any preliminary work in the classroom.

### Here are some suggestions for pre-visit curriculum activities:

#### Music

- Practice singing campfire songs (if you make a tape you can sing along)

#### Performing Arts

- Create skits and or puppet shows about life in and around the parks/ WECE habitats to present at campfire (see Post-Visit Activities).

#### Art

- Assign students to cabins. Give each cabin group a handout about each critter the cabin is named for, and ask them to make posters or banners for their cabins.
- Make props or puppets for the evening programs

#### Social Studies

- Locate the parks on a map, or internet, plan the route to be taken.
- Research the size of nearby communities. Why did people settle in each particular area? How have the natural resources affected development of the community?
- Where is the next national park located?

#### Language Arts

- Prepare reports about: what they think will happen while in the parks
- Prepare puppet plays for the evening program or for the campfire skits
- Study vocabulary used at the education center
- Read a book about Redwood National and State Parks or report about other national parks

#### Health, Safety, and Physical Education

- Discuss the importance of proper clothing, rest, diet, and hygiene at camp.
- Practice walking "hiking" around the field or track at your school site.

#### Social Skills

- Discuss ways in which young people can share the cabin (tolerance, cooperation, respect, fairness, fun, and good citizenship). **Absolutely no scary stories!**
- Discuss the need for cooperation and enthusiasm in performing all duties at WECE.
- Discuss standards of conduct ("**Character Counts!**")

#### Science

- Find out where your drinking water comes from. Are there any wetlands nearby?
- Learn some common birdcalls, and other animal sounds and or tracks.
- Make a bulletin board of wildlife and plants found in the Redwood National and State Parks
- Observe various cloud formations and learn how to predict weather from these observations.
- Research the function of fungi.
- Make a leaf collection from your community and determine native and non-native species.
- Study the effects of fire and fire prevention.
- Study animals of the area and their survival tools.
- Discuss rare and endangered species.
- Research extinct animals: Why did they become extinct?
- Study the types of salmon on the California coast.

## Cabin Names and Cabin Activities

Each cabin is named for a special animal found in Redwood National and State Parks. Teachers often create cabin group activities based on each animal. Some ask their students to make murals or signs for their cabins; others have the students create skits for the campfire program that relate to their animals in some way. Some make labels for students gear with the animals' name or body shape. The pages that follow (pages 14 – 19) can be used for hand-outs for students for any of these activities.

### List of Cabins in order from the Parking Lot to the End:

- |                    |       |
|--------------------|-------|
| 1. Murrelet        | pg 14 |
| 2. Wapiti          | pg 15 |
| 3. Sea Lion        | pg 16 |
| 4. Peregrine       | pg 17 |
| 5. Coho            | pg 18 |
| 6. Red-Legged Frog | pg 19 |

# Marbled Murrelet

## Who Am I?

Common name: Marbled Murrelet.

My scientific name: *Brachyramphus marmoratus*



## What Do I Look Like?

In the summer my back is mostly dark brown, and my belly is white, but mottled with dark splotches that make me look like a marble. In the winter my back turns dark grey and my belly loses the dark splotches and is pure white.

## Where Do I Live?

I spend most of my life out at sea, but I nest in places like Wolf Creek wherever I can find old growth. My range is between the Aleutian Islands in Alaska and Monterey Bay in central California.

## What Kind of a Nest?

No one knew where we nested prior to August 5, 1974 at Big Basin State Park. When by accident someone found a nest. As parents, we require a big limb carpeted with moss to lay our single (chicken size) egg. Usually, only trees older than 175 years have limbs large enough. Our chick has to hang out most of the day by itself while we fly (sometimes at 50 miles per hour) to the ocean to bring back food for our chick. When the chick tries to fly it only has one chance to dive off the tree limb, catch the wind in their wings and fly, or they fall to the ground.

## Limiting factors that affect marbled murrelets today:

On land: Predation by other birds, roads and trails near nest sites, cutting old-growth trees, human activity and noise near nests. In the ocean: Loss of food supply due to pollution and over fishing, bad storms, oil spills, and gill netting that has caught birds.

## Life is rough for an Endangered Species

Before our old growth became like little islands, we weren't bothered so often by ravens, crows and jays. This was because ravens etc. like to live on the edges of the forest. But, now with more open space, more edges, and more people leaving garbage around attracting those kinds of birds, we're in trouble. Ravens, crows, and jays (also known as corvids) have followed people into the old growth for dropped food and handouts, these birds now stand a better chance at finding where our egg or chick may be hidden. If the corvids find the egg or chick they will eat them.

## What Can You Do?

Support the preservation of old-growth redwood forests. Without the forests I cannot survive. Also, volunteer for organized beach clean-up days or start your own. Picking up old fishing line and garbage may just save my life—I can get tangled up in it out at sea. Please help your parents clean up around camp so that you are not feeding any crows, ravens or Steller's jays. **"Don't help a good bird go bad."**

# Sea Lion

## Who Am I?

My common name is: Steller Sea-Lion

My scientific name is: *Eumetopias jubatus*

## Lion of the Sea?

I was named for Wilhelm Stellar who noticed me in 1741.

Mr. Steller called me "Sea Lion" because of my lion-like roar and lion-like mane.



## Have You Seen Me?

Well, I'm pretty hard to miss!! Female sea lions can be up to seven feet long, and weigh up to 790 pounds while males can be as long as 11 feet and weigh up to 2,200 pounds! That's bigger than a black bear. My fur can be cream colored to reddish brown, like a lion.

## See-food? Nope! Hear-food!

I don't do very well at seeing my seafood. Instead, I use sonar (kind of like a bat) to hunt for fish, like herring and rockfish. I chase my prey underwater at depths of up to 450 feet, for as long as 20 minutes. I don't even need an air tank. I have even been seen in rivers looking for salmon.

## Back Home in the Rookery...

During the summer months, we return to the rookeries (beach birthing places) where we were born. Here, males fight for the best spaces on the rocks. After the dust settles, females show up, ready to have our babies. Usually in a rookery, the females outnumber the males 10 to 1. We give birth to one precocious pup, which can usually walk and swim within days. Sometimes Junior will stick with Mom for more than a year. If you see a pup on the beach, tell your adult or find a ranger station. Most of all never touch a pup! The pup will not smell right, and mom will abandon me.

## Declining Populations...

In the 1800s we were an important source of food, oil, and clothing for native people like the Aleut Indians in Alaska. When European and Yankee hunters began to hunt us in large numbers, we were threatened with extinction. Even after we became a protected species in the 1970s, our numbers continued to decline, mostly because we eat the same kinds of fish that fishermen catch. Water pollution, poaching, and disease may also be responsible for the deaths of many of us.

Fortunately, we are protected by the Marine Mammal Protection Act. But our fight isn't over yet! We are still being killed illegally by fishermen who fear that we eat too many fish and don't leave enough for them to catch. Hundreds of us are injured and killed each year when we get entangled in fishing lines and garbage, both in the ocean and on the beach.

## What Can You Do?

Help keep the ocean clean. Volunteer at organized beach clean-up days or make your own. Also, support local fishermen who follow the law and treat us with compassion. Report any pups you find on the beach, and tell others not to touch it! You could save a life.

# Peregrine



## Who Am I?

**My common name:** American Peregrine Falcon.

**My scientific name:** *Falco peregrinus anatum*

## One Big Backyard

"Peregrine" means wanderer, and I wander most of California for my habitat. I am usually spotted in the Coast Ranges and in the Central Valley. In the summer I can be seen as far north as Alaska, and in the winter sometimes as far south as Central and South America.

## Have You Seen Me?

I am about 15-21 inches long, and have a wingspan of about 40 inches. My back is grey and my belly is white with dark bars. I may appear a solid dark color when I am young.

## Got Bird?

My food energy comes from eating birds smaller than myself, such as sparrows and pigeons. I can catch my prey in mid-air, swooping down on a small bird at up to 200 mph. Fast food!

## Ocean View

I build my nest on steep, rocky cliffs near the coast. Usually, you can find three or four eggs in my nest. My mate and I take turns watching the eggs and feeding the fledglings.

## Saved from Extinction!

In the early 1970s scientists discovered that there were only four of us left in California. Lucky for us, we were put on the Endangered Species List. Thanks to concerned citizens, we have almost recovered.

## What Happened?

The small birds that we love to eat were eating bugs they found in farmers' fields that had been sprayed with a pesticide called DDT. Pesticides are chemicals that farmers put on crops to kill destructive insects. The small birds ate the bugs that had pesticides in their bodies, and we ate the small birds (there's that old food-chain again). This hurt us—especially our eggs. Farmers didn't know it, but the DDT had a bad side effect—it made our eggs so weak that they couldn't survive.

DDT is illegal to spray in the United States, and that has helped us survive. But DDT can still be manufactured here and is still in use in other countries. I travel a lot, and so do the small birds I eat. There can still be dangerous amounts of DDT into my body.

## What Can You Do?

Lots of things!!! First of all, find out where your food comes from. Ask your grocer! Second, support farmers who don't put DDT on their crops. Not only does buying local produce keep our population from dipping dangerously low, it's also a good way to support your community. Plant your own garden and practice good pest management.

# Wapiti

## Who Am I?

My common name is Roosevelt Elk. My scientific name is *Cervus elaphus*.



## No Home on the Range...

Before the 19th century, elk were everywhere! Ten elk species roamed throughout the United States, from Massachusetts to California. However, too much hunting seriously decreased our population. Now there are only three species in North America—Rocky Mountain Elk, Tule Elk, and Roosevelt Elk. Roosevelt Elk live along the coastal mountains of California, Oregon, Washington, and Canada. We can be seen in both prairies and forests in Redwood National and State Parks.

## Have You Seen Me?

I am a BIG member of the deer family, with a thick neck and slender legs. I stand about 4 ½ feet tall at the shoulder and can weigh up to 1000 pounds! I am light brown on my back and darker brown underneath. Male elk grow a set of antlers every year, called a rack. Younger males usually have smaller racks. They grow and shed these antlers yearly—it usually takes about seven months to grow a new set.

## Liken' Lichen!

YUM! Among other things, we eat lichen (pronounced "like-en"). Lichen is really two organisms in one: algae and a fungus growing together, usually on trees and rocks. We elk love lichen, and we also eat grass, shrubs, and woody vegetation. That's quite a salad!

## Life in the Harem

Male elk have a pretty rough job. Every fall they fight each other, hoofing at the ground and clashing antlers to establish who will be the bull who gets to hang out with the female elk herd (called a harem). Usually the strongest adult bull wins this privilege, but that isn't always a prize worth winning! Sure, it means you get to mate with all the females, but what a responsibility! There can be up to 40 cows (female elk). The bull barely has time to eat, and he can't sleep because he always has to keep an eye open for predators, as well as other bulls that might steal his women!

Cows have their calves in May and early June. Each cow usually has only one calf, but sometimes she has two. The calves are dependent on their mothers for one month, but will stay with them and continue to nurse for up to nine months. Eventually, the harem bull runs off juvenile male elk.

## Success Story

Roosevelt elk were in serious trouble in the early 1900s. We were killed by hunters for meat and for our teeth, which were made into jewelry. Livestock owners killed us because we competed with their herds for grazing space. Human development in the places where we lived and ate reduced our habitat size until we were almost wiped out. There were less than two dozen of us in California, living on the prairie near Wolf Creek Outdoor School. In 1948, the Save-the-Redwoods League came to the rescue, establishing an elk refuge and reserving 1600 acres for us at Prairie Creek Redwoods State Park. These efforts have helped to stabilize our population. There are now over 2000 Roosevelt elk in northwestern California. You may also see us near Smith River and Crescent City.

## What Can You Do?

Support continued protection of the habitat. Learn more while in the parks and at home.



# Coho



## Who Am I?

My common names are Silver Salmon and Coho salmon.

My scientific name is *Oncorhynchus kisutch*.

## Have You Seen Me?

Guess what color we are? Our sides are shiny silver, while our bellies are dark blue or green. Sometimes we have black spots on the upper parts of our tail fins. We are, on the average, 24 inches long and weigh about 10 pounds. The largest recorded Coho salmon measured 38.5 inches and weighed over 30 pounds!

## Smell You Later!

I can be seen from the Bering Sea to Mexico, but I am usually spotted north of Santa Cruz. Like all types of salmon, I am born in freshwater rivers, but I spend most of my life in the ocean. After about three years, it is time for me to *spawn*, to return to the river of my birth. Spawning females lay about 2,500 eggs, and spawning males follow the females around and try to fertilize these eggs. How do I find my way back to my home river? I can recognize my home river by smell or taste. Even after three years at sea, I come back to within 100 yards of the exact place I was born. That's quite a nose for a fish.

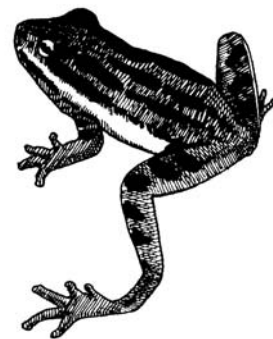
## Suffocating Eggs!

Many different factors have contributed to my declining population. First of all, timber harvesting along the river banks have decreased my habitat and caused erosion. Erosion (when water carries dirt downstream) can cause eggs to suffocate under all that dirt. Illegal fishing, called poaching, has also killed many of us. My population has been decreasing for many years. Fortunately, organizations like the United States Forest Service, California Fish and Game, and the Bureau of Land Management have begun programs to save us!

## What Can You Do?

If you are fishing for fun, practice proper catch and release techniques. This allows many people to enjoy sport fishing, but helps maintain our dwindling populations. Don't pour oil or other waste products down storm grates, which lead to streams, and be cautious when hiking to not smash stream banks, sending their sediment into the streams. Look for red flagging hanging above a stream on a tree branch. This signals that one of our nests is in the stream below. Look for a pile of rocks that have been turned over in a stream – that could be our nest or “redds” and stay away from them. Find out the difference between hatchery fish and wild fish.

# Red-Legged Frog



## Who Am I?

My common name is Red-legged Frog.

My scientific name is *Rana aurora draytonii*

## Mark Twain and Frog Fame

One of Mark Twain's first stories was the *Jumping Frog of Calaveras County*. The frog he wrote about was probably a Red-legged Frog. Some people think it was a bullfrog, but bullfrogs were not imported to California until many years after the story was written.

## The Wetter the Better...

I live along the Pacific Coast, from Vancouver, British Columbia to northern Baja California. I like places that are damp, like redwood forests, and ponds with lots of shade.

## Camouflage Gear...

I'm pretty big as far as frogs go. But I'm still only about four inches long. My back is usually reddish brown or gray. My underside is yellow and my abdomen and back legs are—you guessed it, red! My color makes me blend in well with the forest floor around me. Don't be surprised if you see me.

## Got Bugs?

I love bugs. I'm always hungry, and I'll eat almost anything that I can get into my mouth. I love mosquitoes!

## Baby Boom...

My breeding season is between March and April. I lay up to 20,000 eggs in shallow bodies of water, like ponds. Can you imagine having 19,999 brothers and sisters?

## Save the Frogs!

We frogs are very sensitive to pollution. Unlike humans, we don't have waterproof skin. In fact, our skin absorbs water easily. Polluted water from factories and cities has killed many of us. Chemicals sprayed on crops to kill insects can also hurt our population. We are also threatened by the depletion of the ozone layer, which used to protect us from the sun's harmful rays.

## The Exotic Bully

Bullfrogs, our enemies, are new to California. We called them an *exotic species* because they were brought here by humans from somewhere else. People imported to California and raised them for food. But some bull frogs escaped and now they are everywhere. Bullfrogs are bullies and will eat us if they see us.

## What Can You Do?

First, help protect our homes. Support preservation of old-growth forests. Second, keep the planet clean and green. Work to prevent water and air pollution. A car creates lots of air pollution, so leave it in the garage and ride your bike or walk. When you travel to other parts of the country, do not bring home exotic plants and animals. If you do have a non-native pet do not let it go in this environment when you are tired of it – pets are a commitment for the length of its natural life.

## The Day of Arrival: Final Check List

- **Luggage and or large plastic bag all tagged**  
Tag or use masking tape to note each student's name, and cabin (colored string helps too)
- **Toiletries packed separately and labeled**  
The odor of toiletries can attract animals if they are stored in cabins. All "stinky stuff" like toothpaste, deodorant, and sunscreen needs to be stored in the restroom cubbies. Students should pack toiletries separately in a labeled plastic ziploc bag.  
\*While at your school site separate the students' toiletries into two boxes, one for the girls' restroom and one for the boys' restroom. This tip saves time!
- **Journal bags ready and accessible**  
Make sure that each student has a pencil (or two) and eraser in their bag, and that the journal bags are easily accessible. Students will need their journal bags when they arrive.
- **Dressed and ready**  
Students should be dressed to go into the field. They should have rainwear ready, as the weather can change suddenly. Please wear closed toed shoes or boots for field activities. We do not recommend shorts due to the stinging nettles on the trail! Students and teachers should have at least two pairs of shoes. Rubber boots are great in the rain. Umbrellas are not recommended.
- **Lunches accessible**  
You must eat BEFORE your 12:00 noon arrival at Wolf Creek. **Do not arrive early unless you have made arrangements with the director.**  
  
\*We suggest you eat at the **Kuchel Information Center**. It is 2 miles south of Orick on Highway 101. There are picnic tables, restrooms, new state of the art displays, and a bookstore. Please call the information center at 707-465-7765 if you wish to schedule a short ranger talk and video presentation.
- **Paperwork ready**  
The driver(s) should have directions and the gate combination. Give parents the combination to the gate one week prior to your scheduled visit.

# Program Activities Description

## Arrival

A ranger will meet you when you arrive at the entrance gate. They will ride in the bus and give some direction on the way to the WCEC. When at camp, cabin leaders should unload all the luggage and kitchen supplies. Students will be allowed to use restroom and then meet rangers on the porch of the Lodge or the covered study area prior to unpacking.

## Orientation and Move-In /Cabin Leader Meeting

As soon as everyone arrives at the Education Center, we will gather together for a short orientation about rules and expectations. Then students unpack to cabins and return to the lodge porch for a few short introductory programs; while all adults meet with the director and or the lead ranger.

## Field Studies

After the short introductory programs, the students assemble at the lodge to begin the first field study. The lead ranger calls out the students for each of the two or three study groups, and the groups make their way to the various ecosystems. In the old-growth forest, students learn about adaptation and interdependence. At the stream, students discuss water-cycling and wetlands. On the prairie, students explore a little history, classification systems, and energy flow. In all the studies, the lessons are interactive and hands-on. Students use their journals to record their insights and observations. Over the 2 ½ days, each study group visits all three ecosystems.

## Campfires

The teacher is in charge of all the evening programs. Many teachers have each cabin group present skits and songs. You may also want to hire a local storyteller. Or take a night hike. Remember that no food may be outside of the lodge.

## Story Time and Lights Out

At 9:00pm each night, students return to their cabins and get ready for bed. Reading to the students is an excellent way to get them settled down. We have many storybooks you may borrow, though you may want to bring your own materials for story time.

Some students have a hard time sleeping in a strange place. **Do not tell ghost or other scary stories**—just being at Wolf Creek can be a little scary for some children. We also discourage giving children a sweet snack and drinks before bed. It inevitably leads to many trips to the bathroom. Every student (and grown-up) needs a good night's sleep!

## Concluding Activities

On the morning of the last day, the rangers lead students through a series of activities which review what they've learned and reinforce the overall message of stewardship. They complete a postcard that reflects what they learned in the different habitats and on personal growth. The postcards will then be collected and sent to the class at a later date. Students will also be receiving a program graduation memento to help them remember the experience.

# Wolf Creek Education Center Outdoor School Schedule

- ☺ The following are the days and times activities will occur during your stay in Redwood National and State Parks.
- ☺ The un-shaded shaded activity blocks are done by the teacher or cabin leaders.
- ☺ The rangers take the lead during the shaded activity blocks.
- ☺ Please do what you can to keep us on time.

Time	Day One		Day Two	Day Three
7:00 am			Rise and Shine! Cooks make breakfast	Rise and Shine! Cooks make breakfast
8:00 am			Breakfast Chores	Breakfast Chores
9:00 am			<b>Field studies begin</b>	<b>Concluding activities Final inspection</b>
10:30 am -11:00 am				Leave Wolf Creek no later than 11:00
11:30 am	Lunch on the road	Rangers head to the gate		<b>Rangers eat and prepare for next group</b>
12:00 pm	<b>Arrive at gate / Meet Lead Ranger Orientation / move-in Cabin leader meeting and introductory programs</b>		Lunch at the lodge Student chores	<b>Next group arrives</b>
1:30 pm	<b>Field studies begin</b>		<b>Field studies begin</b>	
4:30 pm	Snack (unless eaten on trail) Chores & recreation		Snack Chores & recreation	
6:00 pm	Dinner at the lodge Chores		Dinner at the lodge Chores	
7:00 pm	Campfire		Campfire	
9:00 pm	In bed / story time		In bed / story time	
10:00 pm	Lights out!		Lights out!	

*"Let Nature be your teacher."*

-William Wordsworth

From the WECE Educators Guide 8/06

## What All Adults Should Know

The rules at Wolf Creek Education Center were created with safety for your group in mind, and by experience by others at the site. We expect adults to help us enforce the rules, and help keep the children safe. Please review the rules and help us lead by example.

- **In An Emergency, call the parks' dispatch 1-916-358-1300, from any phone you can find in the office or back hall**
- **Metal entrance gate and Automobiles**  
Lock the gate when coming and going; make sure you have the combination  
Report any strangers you see in the area to a park ranger, or the teacher  
After unloading gear your group may keep one car near the lodge for emergency exit
- **Telephone – No Cell service!**  
You may use the visitor phone inside the lodge, **bring a phone card.**
- **Food and smelly stuff**  
Help discourage wildlife from getting human food. Eat inside (unless special arrangements have been made). **You may have coffee on the porch.**  
Toiletries may smell like food to bears. Store them in the cubbies the bathrooms.
- **Wildlife**  
Keep cabin doors and windows locked to keep critters out  
Keep at least 50 yards away from elk and other wildlife  
If you see a bear, elk, or mountain lion—get together as a group, back away slowly, and report your encounter to a ranger.
- **Pets**  
No pets are allowed at the Wolf Creek Education Center, except trained service animals.
- **Substance Use**  
WCEC supports all laws, and school districts' requirements regarding drug use, smoking, and alcohol during a "school" event.  
Smoking is allowed only in the upper parking lot, no littering is allowed.
- **Language and Mutual Respect**  
Students and adults should relate to one another with kindness and mutual respect.  
Abusive language, inappropriate gestures, and/or hurtful physical contact will be grounds for dismissal and possibly prosecution. We use the "three strikes and you're out" method of discipline (see page 24). **Students are easily frightened; we do not allow scary stories at any time.** One of our goals is to have students feel comfortable while in the parks.
- **When Students Need to Go Home**  
Children going home mid-session for any reason are to be released only to the child's parent, legal guardian, or school principal. If it is necessary for another adult to transport them, signed permission of the parent or guardian must be obtained in advance. Children are to be released only in the presence of the classroom teacher.
- **Adults and Students**  
Students must be supervised by adults at all times. At least two cabin leaders should be assigned to each cabin. **No adult should be alone with a child** (for everyone's protection). Trips to the bathroom at night should be made using the buddy system—students should go in pairs accompanied by an adult, leaving one adult with the cabin.

## Wolf Creek Student Oath

The "Wolf Creek Student Oath" may be given at orientation. Students are asked to promise to follow the rules below. Teachers should review the rules with the students, cabin leader, and cook(s) before arriving, so they know what's expected of them.

**I solemnly promise to obey the rules of Wolf Creek:**

- **I will respect other people and their property**
- **I will keep in mind that I am in a National Park**
  - **I will stay with my buddy and my group**
  - **I will stay on the trail, walk and not run**
    - **I will clean up after myself**
- **I will be on time for activities and complete my assignments to the best of my ability**
- **I will obey the cabin leaders, teachers, cook and rangers**
- **I will not harm animals or plants and will leave the natural world as I found it**
- **I will do my part to make this visit a happy one!**

## Supervision and Discipline Policy

The classroom teacher has overall responsibility for the discipline and welfare of students. During field studies, the rangers share the responsibility for classroom discipline with the teacher, and chaperones. While the ranger is leading an activity, the cabin leaders or teacher may step in to quell any inappropriate behavior that the instructor does not notice. The rangers will bring any chronic discipline problems to the lead ranger at the end of each field study. The lead ranger will confer with the teacher about the action to be taken.

☺ If there are any “classroom control” techniques used daily by the teacher, please let the lead ranger know when you arrive.

### Discipline Standards

Teachers should review the *Rules for Students* with the class before arrival. Teachers should also let the park staff know of any other behaviors that they use to quiet the group. At Wolf Creek the staff goes by THREE STRIKES AND YOU'RE OUT!

**1st Incident**     Student given a verbal warning.

**2nd Incident**     Student given *Time Out*

**3rd Incident**     Student is asked to leave the activity and is escorted by an adult to the Lodge where student, teacher, and lead ranger will discuss the incident and its consequences. Ultimately, teachers should have transportation ready so that students can be sent home if necessary.

### Grievous or criminal behavior

Behavior that endangers the safety of others or involve the malicious destruction of wild life, animal homes, park property, and fellow students' property or bodily injury may result in the responsible student(s) being immediately sent home. Teachers will need to have transportation arrangements planned should such situations arise.



## Recreation Activities

Students at Wolf Creek work hard during their field studies, and they like to play hard after classes. Teachers and cabin leaders are responsible for leading recreational activities at the end of the day.

Teachers are welcome to bring any equipment or materials they want to Wolf Creek. We also have a closet full of games and equipment to share, including:

### **Board Games (subject to change):**

National Park Monopoly

National Park Wit

Prairie Monopoly—designed by a  
Ranger (5 boards available)

The Bug Game

The Hummingbird Game

Into the Forest: The Food Chain Game (2)

Predator Game

Bird Bingo

Bug Bingo

Fire Good Heavens! Astronomy Game

Where in the World Is Carmen San Diego?

Checkers, Chess

Cootie

Puzzles

Cards

More on the way - check when you arrive

### **Recreational Equipment:**

Parachutes (2)

Frisbees

Footballs

Kick balls

Cones

### **Other Ideas:**

#### Hikes

The Raven Ridge Trek is a hike we don't usually take the kids on during field studies. It is a 1½ mile loop trail ascends a steep forested ridgeline west of the Wolf Creek Education Center.

#### Puppets

New puppets will be added to the new stage available for student productions

#### Stories/DVD/VHS

Wolf Creek has a small library of kids' books and educational videos/DVDs.

#### Environmental Art

Wolf Creek has a limited amount of art materials. Give us a call in advance to find out what's available or bring your own materials.

#### Eco-skits

Create and practice student-written skits for campfire. We have a modest collection of costumes. See *Cabin Names and Cabin Activities* for more ideas.

## A Couple Post-Visit Activity Ideas

Reinforce the concepts learned at Wolf Creek by doing one or more of these post-visit activities in your classroom. You will find in the Journal a post-visit reflective writing activity near the back. We also will be sending the "Post Card" written to the student by the student while on camp to your classroom for further reflection from the last day of camp. The following are just a couple of suggestions that have been requested for follow ups in the past.

### "Dear Friend" Letter

Students will write a letter to a student who will attend Wolf Creek next year

**Subject:** Language Arts

**Related Standards:**

Language Arts:

5th: 2.4 Write persuasive letters or compositions

6th: 1.2 Create multiple-paragraph expository compositions

**Duration:** 1-2 class periods

**Objectives:** After completing this activity, students will be able to a). Write a persuasive, multi-paragraph letter about their experience at Wolf Creek b). Provide an honest assessment about something they learned at Wolf Creek

#### **Procedure:**

1. Many teachers have their students write a 'thank you' letter after returning from Wolf Creek. It is an exercise in good manners as well as writing practice (and the Rangers love receiving them). You may want to consider this too: ask the students to write a letter to an unnamed student who will attend Wolf Creek next year, telling them about something they learned at Wolf Creek. This will serve the dual purpose of enabling you to see what the students have learned, and the park to consider adjustments for the program.
2. Before writing the letters, lead a discussion on the camp experience and list on the chalkboard the activities during their stay at Wolf Creek. *Do not ask them to assess the program to you, but encourage them to do this in their letters.* They will be far more honest if writing to a 'friend' and you will get a fuller, more valuable evaluation.
3. Put in a time capsule for the next years class.

## Stakeholders:

This “Stakeholders” program was designed originally as a post-WCEC activity, and was then used as an on-site closure activity, and is now once again a post-activity for your choosing. Students may draw information from their journal, and experiences in the habitats at WCEC, personal lives, and experiences. They may even want to do a little research on the “stakeholder groups” that they are assigned.

### Procedure:

- Explain that a “stakeholder” is a person or a group that has a stake in something—they are people who care about the outcome of something, because the outcome is going to affect them. For example, if their bus broke down on the way to Wolf Creek, who would be stakeholders in the outcome of whether it got fixed or not?
- In this activity, we’re going to *imagine* that a imaginary logging company has been asked to cut down the old-growth redwood forest used in the program at Wolf Creek. You will *pretend* to be different stakeholders in this decision—should the forest be cut, or not? There will be six stakeholder groups in all. Each group will get a card (provided on next page), read it, research information on that group and discuss how they would feel about it. Each group will then choose a spokesperson to report the findings of the group when everyone gets back together.
- Have the students count off by sixes. Assign a leader for each group, and have each group go off to a quiet area and come up with a brief statement about how they feel. Make sure each group has a person to read the card and a spokesperson.
- Call everyone together when the groups are ready, and ask each group to report. Try and have the “student stakeholder” group last.
- You may even want have an informal “stakeholders election” on the matter.

### Discussion/Conclusion:

You’ve come up with some really good answers—and some different answers. We didn’t all agree, did we? Different people have different ideas about what to do with the redwoods, don’t they? And why is that? Because cutting—or not cutting old-growth redwood has different consequences for different people. It even has different consequences for different stakeholders in the habitat like the animals, other plants, the soil, and the numerous humans that visit or live close to this area.

- Your ideas for what to do about this dilemma were really interesting. [If it was raised:]Your idea that some land should be set aside and not cut or developed is an idea that’s been used before by grownups. Remember that when you went to the prairie, you learned that in 1918, a group of people who called themselves the “Save-The-Redwoods League” got together and decided to buy up land so that it wasn’t logged. The State of California created a number of parks along the coast to protect redwoods in the early 1930’s, and, in 1968, the United States Congress passed a bill to create Redwood National Park. These places have been set aside for our enjoyment—and the protection of the habitats that plants and animals depend on. You, as a class, got to visit the Redwood National and State Parks. The protected forests and habitats there will not change as long we all continue to care for them.
- What would you do with the land if the forests were gone?
- What do you think you can do in the future to help protect these habitats?

## **The Stake holder groups:**

### **Group 1:**

- Imagine that you are **loggers**. You love your work and you make a good living. Your families are counting on you to earn money so that your kids can go to college.
- Today your boss told you that your next job will be to cut down the old-growth trees at Wolf Creek. As a logger, how do you feel about it?

### **Group 2:**

- Imagine you're **land developers**. You turn empty spaces into places like shopping malls and amusement parks. It's a cool job, and you make a lot of people happy.
- You hear that the old-growth forest at Wolf Creek might be logged. As land developers, how do you feel about it?

### **Group 3:**

- Imagine you're **biologists**. You make a living studying living things and being a good steward of their habitat.
- You hear that the old-growth forest at Wolf Creek might be logged. You know that many things live in the forest. As biologists, how do you feel about it?

### **Group 4:**

- Imagine you are **salmon fishermen and women**. You make your living catching salmon out in the ocean and in the streams.
- You know that salmon need special stream habitat. You also know that logging often has an affect on streams. You hear the old growth at Wolf Creek might be logged. How do you feel about it?

### **Group 5:**

- You are **bird watchers** who really love marbled murrelets. You know that marbled murrelets need old-growth forest to lay their eggs.
- You hear the old growth forest at Wolf Creek might be logged. How do you feel about it?

### **Group 6:**

- Your group is special. You don't have to imagine that you are anyone but yourselves! As a **group of students** who have visited Wolf Creek Education Center, you hear that the old-growth forest at Wolf Creek might be logged.
- How do you feel about it?

**Three Days Curriculum Based Program with Rangers**  
**Redwood National and State Parks**  
**School Year 2006-2007**  
**Wolf Creek Education Center Use Agreement**

Read and verify information, fill in open blanks, sign, make a copy, then return this "pink sheet" original **no later than two weeks** prior to the date of your visit with your fee payment (please see the back or next page for mailing address).

Date(s):

Name(s) of teacher/leaders:

# Students (45 max):

Grade Level(s):

# of parents/chaperones:

Type of Student Transportation:

# of cars:

Organization/Group:

Address:

Email address:

Phone:

\*\*\*\*\*

The following is the basic agreement for use of the Wolf Creek Education Center (WCEC). **We reserve the right to cancel, at any time, groups failing to comply with the parks' policies and regulations.** WCEC is a facility designed for the implementation of curriculum-based education.

- This signed agreement sheet, and all fees are due two weeks prior to your visit.
- Your group will be responsible for the safe use, and return of all parks' property. Return all park property to the ranger on-site during your check out.
- Check-out times on the last day, after park staff has conducted the inspection are: for the three day parks' program, no later than 11:00 a.m.; for, standard rental use no later than 3:00 p.m.
- **The gate to WCEC must be CLOSED and locked at all times.** The combination for the gate is: \_\_\_\_\_. \*Please only give this combination only to those who need it.  
\*Do not enter the gate prior to 12:00 p.m. on your first day.
- Combine gear into as few vehicles as possible for unloading. Each group should plan to leave one vehicle parked at the site for emergencies. All non emergency vehicles and any busses must park in the designated parking lot away from the facility after unloading.
- Groups must store all toiletries in shelves provided in the restroom for safety reasons. The students must use the toilet facilities prior to field activities.
- Pre-cycle, reduce, reuse, and recycle! The parks are great places to learn this by experience. The WCEC provides washable dishes, cups, and utensils for your group to use and wash while on site (do not bring single use cups, plates, forks etc.). Please allow only one labeled water bottle per person per stay. Give extra points to students who keep them beyond the visit!
- Chaperones are here to assist, and should refrain from personal conversations when programs are in progress. Parent chaperones should leave younger siblings with other caregivers at home. **Do not count the cook as a cabin or study group leader.**
- Plant gathering or attracting any animal with food is not allowed in any park. "Don't help a good bird go bad!" Only trained service animals are allowed with humans at WCEC. No pets are allowed.

**WCEC use agreement continued:**

- **To lessen the chance of an encounter with a bear:**
  - \* Do not over-fill any garbage can. They must close completely.
  - \* **Upon leaving, all garbage beyond the capacity of the bear-proof garbage cans, or garbage that is extra yummy to bears, like salmon parts, etc., must be taken with you when you leave.**
  - \* No food may be left unattended outside at any time. All food scraps dropped on the ground must be picked up as-soon as-possible and placed in the bear-proof garbage cans.
  - \* All foods and other attractants must be properly stored in the kitchen or restrooms.
  - \* Keep all doors in camp closed so that other critters do not visit.
- A ratio of one qualified leader/adult to every 10 students must be maintained at all times. Students should have assigned partners and are not allowed to wander off at any time.
- Report any and all accidents or unusual happenings to a ranger as soon as possible. Call Northern Communications (dispatch for the parks) at: **1-916-358-1300** for a protection ranger.
- No combustible or flammable items are allowed in the buildings (except the wood stove in the Lodge). This includes: matches, candles, lanterns, or anything else that uses a flame or fire.
- Follow standard National and State Parks rules to help protect and preserve the natural world. Quiet time is enforced park wide between 10:00 p.m. and 6:00 a.m.
- The group leader/teacher must be on site with and responsible for the entire group at all times. If a group leader must leave the group a substitute leader/teacher must be provided.
- Stay out of salmon redds in the stream from November through June; they represent the future!

\*\*\*\*\*

**School Fees** required for use of WCEC: **1-35 students=\$300.00; 36-45 students=\$400.00; Rental Fees (per calendar day):** 1-30 people=\$200.00, 31-60 people=\$400.00. Payment should be received two weeks ahead of time, unless other arrangements have been made.

**\*Make checks payable to: RPA (Redwood Park Association)**

**Refund Policy:** You are entitled to 100% refund of your paid fee if you cancel two weeks prior to your visit, or if the park cancels. If you need to cancel within two weeks of your visit, please request in writing for a 50% refund of your paid fee from the Redwood Park Association.

**\*Sign and Mail this reservation form to Education Specialist as soon as possible.**

**\*Mail the use fee to:** Accounting Clerk Cindy Hensel  
Redwood National and State Parks  
1111 Second Street  
Crescent City, CA 95531

**I have read this agreement and understand what is required to use the WCEC.**

**Signature of leader(s):**

X\_\_\_\_\_ X\_\_\_\_\_

**Date signed:** \_\_\_\_\_

Use Fee:

Rental Use Agreement

Redwood National and State Parks

2006-7

Wolf Creek Education Center

Read and verify information, fill in the open, highlighted, blanks, sign, make a copy. Then return this original, prior to the date of your visit with your fee payment, unless other arrangements have been made. (Please see the back or next page for mailing address).

Date(s):

Time In:

Time Out:

Name(s) of teacher(s)/leader(s):

Total # People (60 max):

Type of Student Transportation: Bus

# of cars:

Organization/Group:

Email address:

Phone:

The following is the basic agreement for use of the Wolf Creek Education Center (WCEC). **We reserve the right to cancel, at any time, groups failing to comply with the parks' policies and regulations.** WCEC is a facility is for the implementation of park related education programs.

- This signed agreement sheet, your schedule, and all fees are due two weeks prior to your visit.
- Your group will be responsible for the safe use, and return of all parks' property. Return all park property to the parks' staff member on-site during your check out.
- Please allow at least 30 minutes for park orientation when your group arrives. Check-out time on the last day, after park staff has conducted the inspection is: no later than 4:00 p.m.
- **The gate to WCEC must be CLOSED and locked at all times.** The combination for the gate is:\_\_\_\_\_. \*Please only give this combination only to those who need it.  
\*Do not enter the gate prior 9:00 a.m.(or the arranged time above) on your first day.
- Combine gear into as few vehicles as possible for unloading. Each group should plan to leave one vehicle parked at the site for emergencies. All non emergency vehicles and any busses must park in the designated parking lot away from the facility after unloading.
- Groups must store all toiletries in shelves in the restrooms provided for safety reasons.
- Pre-cycle, reduce, reuse, and recycle! The parks are great places to learn this by experience. The WCEC provides washable dishes, cups, and utensils for your group to use and wash while on site (do not bring single use cups, plates, forks etc.). Please allow only one labeled water bottle per person per stay (even if they are recyclable).
- Chaperones are here to assist, and should refrain from personal conversations when programs are in progress. We need chaperones to be focused on the group activities. Parent chaperones should leave younger siblings with other caregivers at home.
- Plant gathering or attracting any animals with food is not allowed in any park. "Don't help a good bird go bad!" No personal "pets" are allowed.

WCEC use agreement continued:

- **To lessen the chance of an encounter with a bear:**
  - \* Do not over-fill any garbage can. They must close completely.
  - \* **Upon leaving, all garbage beyond the capacity of the bear-proof garbage cans, or garbage that is extra yummy to bears, like salmon parts, etc., must be taken with you when you leave.**
  - \* No food may be left unattended outside at any time. All food scraps dropped on the ground must be picked up as-soon as-possible and placed in the bear-proof garbage cans.
  - \* All foods and other attractants must be properly stored in the kitchen or restrooms.
  - \* **Keep all doors in camp closed so that other critters do not visit.**
- A ratio of one qualified leader/adult (or more) to every 10 students must be maintained at all times, **not counting the group leader or the cook.** No student should be alone with an adult at any time, unless the student is their son or daughter. Students should have a student partner.
- Report any and all accidents or unusual happenings a ranger as soon as possible. Call Northern Communications (dispatch for the parks) at: **1-916-358-1300** for a protection ranger.
- No combustible or flammable items are allowed in the buildings (except the wood stove in the Lodge). This includes: matches, candles, lanterns, or anything else that uses a flame or fire.
- Follow standard National and State Parks rules to help protect and preserve the natural world. Quiet time is enforced park wide between 10:00 p.m. and 6:00 a.m. **\*Due to past experiences, parental requests, and the fact that his facility was designed to help students feel "safe" in the out of doors; "scary stories" are not allowed at WECE.**
- The group leader/teacher must be on site with and responsible for the entire group at all times. If a group leader must leave the group a substitute leader/teacher must be provided.
- Stay out of salmon redds in the stream from November through June; they represent the future!

\*\*\*\*\*

**School Fees required for use of WCEC (changed as of June 2006):**

**Rental Fees (per day):** 1-30 people=\$200.00, 31-60 people=\$400.00.

Payment should be received two weeks ahead of time, unless other arrangements have been made.

**\*Make checks payable to: RPA (Redwood Park Association)**

**Refund Policy:** You are entitled to 100% refund of your paid fee if you cancel two weeks prior to your visit, or if the park cancels. If you need to cancel within two weeks of your visit, please request in writing for a 50% refund of your paid fee from the Redwood Park Association.

**\*Sign and Mail this reservation form and fee to Accounting clerk: C/O Cindy Hensel**

**\*Mail to:**

Redwood National and State Parks  
1111 Second Street  
Crescent City, CA 95531

I have read this agreement and understand what is required to use the WCEC.

Signature of leader(s):

Date signed: \_\_\_\_\_

X\_\_\_\_\_ X\_\_\_\_\_



## Cabin Leader information and Duty Assignments

Cabin Leader Name: \_\_\_\_\_

Dates of Outdoor School: \_\_\_\_\_ to \_\_\_\_\_

Gate Combination: \_\_\_\_\_

Phone number at Wolf Creek: \_\_\_\_\_

---

Names of students in your cabin:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

---

Names of students in your study group:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

---

Your group's daily duties (Hosts and Hostesses, Roustabouts, Litter Patrol):

Day 1: \_\_\_\_\_

Day 2: \_\_\_\_\_

Day 3: \_\_\_\_\_

Your recreation duty on day one is: \_\_\_\_\_

Your recreation duty on day two is: \_\_\_\_\_

# Teacher's Packing List

## Kitchen Supplies and Equipment

Food  
Water cooler  
Charcoal and lighter fluid (if needed)  
Storage containers for excess food  
Special utensils (if needed)  
Assigned cook

## Bedding

Warm sleeping bag  
Pillow and pillow case  
Air / foam mattress  
(the thicker the better!)

## Clothing

Shirts  
Jeans  
Warm jacket  
Sweater  
Socks  
Underwear  
Pajamas  
Slippers  
Waterproof raincoat  
Waterproof head covering  
Waterproof boots  
Shoes  
Gloves

## Medical Supply Box

Student medications and directions  
Medical Authorization Forms

Medications must be given to the child's teacher.  
It is the responsibility of the teacher to inform the  
Wolf Creek Education Center staff of any medical  
conditions at the orientation.

## Paper Work for Wolf Creek

Copies of Cabin Groups Form  
Copies of Study Groups Form

## Teacher's Toilet Kit

Towels  
Wash soap and container  
Comb/brush  
Toothbrush & paste  
Lip salve  
Facial tissue  
Shampoo

## Have Accessible

Journal bags

Boys' toiletries box  
Girls' toiletries box

## General






Flashlight  
Day pack  
Canteen or reusable water bottle  
A sense of humor

## Optional Items

Materials for campfire programs  
Camera and film  
Extra pencils  
Colored pencils and sharpeners  
Binoculars  
Student or class personal or group books

## Other

### Please Do Not Bring

-  Snacks for the trail that crumble
-  Paper or Styrofoam Cups and Plates and plastic silverware
-  More than one water bottle per person (even if it is recyclable)
-  Firewood
-  Siblings that can not act as a chaperone

## Student's Packing List

The weather is always unpredictable at Wolf Creek. Layering is the key to comfort when outdoors. The cabins do not have heating, but do have insolate (backpacking) pads to sleep on. Please put all gear in one large plastic bag and label clearly. It is also a good idea to label everything you bring.

### Bedding

- ☐ Warm sleeping bag and blanket
- ☐ Pillow and pillow case

### Clothing

- ☐ Underclothes
- ☐ 2-3 Pairs of long pants
- ☐ 2-3 Shirts
- ☐ Insulated/warm jacket
- ☐ Rain jacket
- ☐ Rain boots
- ☐ 3-4 Pairs of socks
- ☐ Warm hat and gloves
- ☐ Hiking boots or good walking shoes

### Toiletries Bag Labeled In Ziploc

- ☐ Toothbrush/toothpaste
- ☐ Deodorant
- ☐ Sunscreen
- ☐ Comb/brush
- ☐ Towel/washcloth
- ☐ Bug spray
- ☐ Medicine bag (to be given to teacher)










### Needed Extras

- ☐ Flashlight
- ☐ Small backpack
- ☐ Canteen or water bottle

### True Extras

- ☐ Camera and film
- ☐ Facial tissue
- ☐ Binoculars

### Please Do Not Bring:

-  Cell phones do not work
-  Weapons
-  Drugs/alcohol
-  Firecrackers
-  Pets
-  I-pods/electronic games
-  Candy/soda
-  Sandals
-  Hair dryers
-  Siblings

## Cabin Group Lists

(Teachers: Please make one copy for each Cabin Leader and one for Wolf Creek)

There are six cabins and each has eight bunks (16 beds). Please divide your students into cabin groups with two adults per cabin. Do not count the cook or teacher (yourself ) as cabin leader if you can.

### Cabin # 1: Marbled Murrelet

Cabin Leaders: \_\_\_\_\_

Students: \_\_\_\_\_

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

### Cabin # 2: Wapiti

Cabin Leaders: \_\_\_\_\_

Students: \_\_\_\_\_

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

### Cabin # 3: Sea Lion

Cabin Leaders: \_\_\_\_\_

Students: \_\_\_\_\_

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Cabin # 4: Peregrine

Cabin Leaders: \_\_\_\_\_  
\_\_\_\_\_

Students:

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Cabin # 5: Coho

Cabin Leaders: \_\_\_\_\_  
\_\_\_\_\_

Students:

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Cabin # 6: Red-Legged Frog

Cabin Leaders: \_\_\_\_\_  
\_\_\_\_\_

Students:

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

The Cook: \_\_\_\_\_

## Study Group Lists

Divide classes of 45 or fewer students into 3 study groups of 15 or fewer students. **Make a copies of this list ahead of time, to be given to the Lead Ranger, and Study Group leaders when you arrive.**

**\*Please only send two parents with each study group; you may want to rotate if there are more chaperones than what is needed.**

### Study Group # 1

Cabin Leaders: \_\_\_\_\_  
\_\_\_\_\_

Students:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_

### Study Group # 2

Cabin Leaders: \_\_\_\_\_  
\_\_\_\_\_

Students:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_

### Study Group # 3

Cabin Leaders: \_\_\_\_\_

Students:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_